

ACADEMY MISSION
Lesson Plan
Instructor Guide

COURSE TITLE: ACADEMY MISSION

BLOCK: 1.1

LEVEL: 100 LEVEL

GOAL: THIS UNIT OF INSTRUCTION PREPARES THE RECRUIT OFFICER FOR THE ACADEMY EXPERIENCE, FOCUSING ON THE RESPONSIBILITIES THE RECRUIT MUST UNDERTAKE TO SUCCESSFULLY COMPLETE THE ACADEMY.

INSTRUCTIONAL OBJECTIVES:

UPON COMPLETION OF THIS COURSE, THE PARTICIPANTS WILL BE ABLE TO:

1. UNDERSTAND THE BASIC SOCIAL, LEGAL, POLITICAL AND ETHICAL CONTEXTS WITHIN WHICH POLICE SERVICES ARE PROVIDED. (V)
2. HAVE REASONABLE CAREER EXPECTATIONS AS WELL AS A LEGITIMATE AND USEFUL MOTIVATION FOR THE DEVELOPMENT OF A PROFESSIONAL POLICE CAREER. (P)
3. HAVE THE TECHNICAL COMPETENCY TO PERFORM THE DUTIES OF A POLICE OFFICER IN THE STATE OF NEW MEXICO TO AN ACCEPTABLE LEVEL WITHIN STANDARD PROFESSIONAL NORMS. (C)

INSTRUCTIONAL METHODS: CLASSROOM LECTURE, HANDOUTS AND VISUAL AIDS (OVERHEADS OR POWERPOINT PRESENTATION)

HANDOUTS: NM LAW ENFORCEMENT ACADEMY BOARD MINIMUM HOURLY STANDARDS FOR BASIC LAW ENFORCEMENT TRAINING

COURSE DURATION: 1 HOUR

CURRICULUM REFERENCES: 10 NMAC 29.9.8

SAFETY CONSIDERATION: NONE

EQUIPMENT, PERSONNEL, AND SUPPLIES NEEDED:

COMPUTER, AUDIO AND VISUAL AIDS; WHITEBOARD

TARGET AUDIENCE: NEW MEXICO LAW ENFORCEMENT CADETS AND RECRUITS

COURSE PREREQUISITES: NONE

INSTRUCTOR CERT.: GENERAL POLICE, NMLEA STAFF

INSTRUCTOR RATIO: 1 / 60

EVALUATION STRATEGY: NEW MEXICO LAW ENFORCEMENT CERTIFICATION EXAM

AUTHOR & ORIGINATION DATE: MARK E. DAMITIO

REVISION / REVIEW DATE(S): NMLEA INSTR

REVISED / REVIEWED BY: 29 Jan 2014

COURSE OUTLINE: ACADEMY MISSION

A. 657 HOUR CURRICULUM

B. OBJECTIVES

1. UNDERSTAND THE BASIC SOCIAL, LEGAL, POLITICAL AND ETHICAL CONTEXTS WITHIN WHICH POLICE SERVICES ARE PROVIDED
2. HAVE REASONABLE CAREER EXPECTATIONS AND MOTIVATION FOR DEVELOPMENT OF A PROFESSIONAL POLICE CAREER
3. HAVE TECHNICAL COMPETENCY TO PERFORM THE DUTIES OF A POLICE OFFICER IN THE STATE OF NEW MEXICO TO AN ACCEPTABLE LEVEL WITHIN STANDARDS OF PROFESSIONAL NORMS

C. THE CONTEXT IN POLICE SERVICES

1. THE SOCIAL CONTEXT

- a. Like in the movies – people believe that police officers are people of action
- b. Executives understand that improving the quality of life in a community reduces the instance of crime through community policing

2. THE LEGAL CONTEXT

The foundation of our nation is the law. “A democracy is a society of laws, not of men”. Basic rules for behavior – Some laws have as their basis moral principles (I.e. “Thou shall not steal”)

Community care taking function - (I.e. All vehicles drive on the right side of the road)

Regulatory function – (I.e. test for driver’s license)

This portion of the law is the one that increases at the greatest rate, and comes at the greatest risk to individual liberty. Balancing the perceived best interests of society with the erosion of personal liberty is the sacred trust that people place with their government.

3. THE POLITICAL CONTEXT

- a. Law enforcement agencies are part of the government (more police officers leave this profession due to the “politics”) Government is politics and politics is government
- b. Competition for scarce resources. There is never enough money to fund all programs.

3A. Leaders use the political process to prioritize.

- c. When law enforcement issues become political:
 - 1. When police do something right.
 - 2. When police do something wrong
 - 3. When police do nothing
- d. Internal Politics – (largely determined by management.

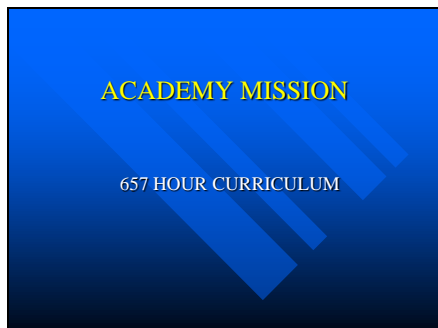
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4. THE ETHICAL CONTEXT
 - a. Impartiality – The public expects the law will be enforced fairly.
 - b. Discretion – At odds with impartiality, is one of the most powerful and potentially useful tools the officer has. Effective and ethical use of discretion to correct behavior furthers the goals of the agency and the profession of law enforcement.
 5. UNDERSTANDING CAREER EXPECTATIONS
 1. Realistic Goals
 - Advancement
 - Lateral Transfers
 - Specialty Assignments
 - Career Motivation
 - a. Career v. Job
 - b. Ethical v. Unethical
 - 5A. Providing Technical Competencies
 1. Academic Instruction
 - Lecture
 - Scenario Based Training
 - Individual Research
 - Testing
 2. Skills Instruction
 - a. Information
 - b. Demonstration
 - c. Observation
 - d. Evaluation
 3. NMLEA Board Minimum Requirements for Basic Law Enforcement Training
 6. Testing Standards
 - a. Academic Testing
 - b. Skills Testing
 - c. Fitness and Agility Testing
 - d. Local Option

SUMMARY

It is the mission of the Academy to:
Ensure that the student is provided with a basic understanding of the social, legal, political and ethical contexts within which police services. This sub-block has identified the context of police services and provided basic information that will be expanded upon later in the academy.

Provide students with realistic career expectations as well as a legitimate and useful motivation for the development of a professional police career.

Provide students with the technical competency to perform the duties of a police officer in the State of New Mexico to an acceptable level within standard professional norms.

**INSTRUCTOR NOTES:**

- Introduce Course
- Introduce Self
- Classroom and housekeeping rule
- Distribute Student Handouts (if any)
- Discuss Course Goal and Objectives

OBJECTIVES

- 1. UNDERSTAND THE BASIC SOCIAL, LEGAL, POLITICAL AND ETHICAL CONTEXTS WITHIN WHICH POLICE SERVICES ARE PROVIDED
- 2. HAVE REASONABLE CAREER EXPECTATIONS AND MOTIVATION FOR DEVELOPMENT OF A PROFESSIONAL POLICE CAREER
- 3. HAVE TECHNICAL COMPETENCY TO PERFORM THE DUTIES OF A POLICE OFFICER IN THE STATE OF NEW MEXICO TO AN ACCEPTABLE LEVEL WITHIN STANDARDS OF PROFESSIONAL NORMS

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[illegible]

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THE CONTEXT IN POLICE SERVICES**1. THE SOCIAL CONTEXT**

- a. Unlike the movies – people believe that police officers are people of action
- b. Community Leaders understand that improving the quality of life in a community reduces the instance of crime through community policing

2. THE LEGAL CONTEXT

- a. The foundation of our nation is the law. “A democracy is a society of laws, not of men”.
- b. Basic rules for behavior – Some laws have moral principles as their basis (I.e. “Thou shall not steal”)
- c. Some are Community care-taking functions - (I.e. All vehicles drive on the right side of the road)
- d. Some have a Regulatory function – (I.e. test for driver’s license) This portion of the law is the one that increases at the greatest rate, and comes at the greatest risk to individual liberty. Balancing the perceived best interests of society with the erosion of personal liberty is the sacred trust that people place with their government.

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UNDERSTANDING CAREER EXPECTATIONS

1. Realistic Goals

- » Advancement
- » Lateral Transfers
- » Specialty Assignments

2. Career Motivation

- a. Career v. Job
- b. Ethical v. Unethical

1. Realistic Goals

Advancement
Lateral Transfers
Specialty Assignments

2. Career Motivation

Career v. Job
Ethical v. Unethical

C. Providing Technical Competencies

1. Academic Instruction

Lecture
Scenario Based Training
Individual Research

Testing

2. Skills Instruction

Information
Demonstration
Observation
Evaluation

3. NMLEA Board Minimum Requirements for Basic Law Enforcement Training

c. Providing Technical Competencies

1. Academic Instruction

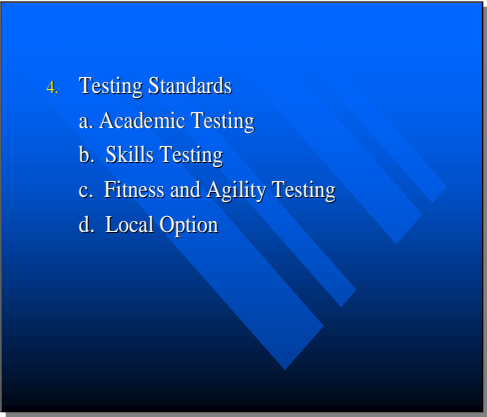
- Lecture
- Scenario Based Training
- Individual Research
- Testing

2. Skills Instruction

- a. Information
- b. Demonstration
- c. Observation
- d. Evaluation

3. NMLEA Board Minimum Requirements for Basic Law Enforcement Training

[illegible]

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- 4. Testing Standards
 - a. Academic Testing
 - b. Skills Testing
 - c. Fitness and Agility Testing
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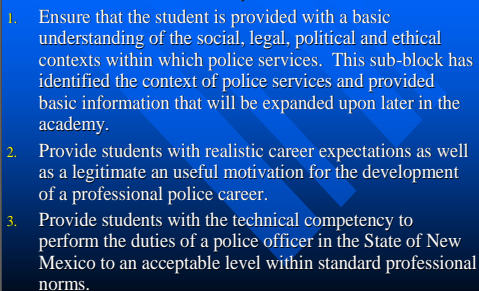
1. Ensure that the student is provided with a basic understanding of the social, legal, political and ethical contexts within which police services. This sub-block has Identified the context of police services and provided basic information that will be expanded upon later in the academy.

2. Provide students with realistic career expectations as well as a legitimate and useful motivation for the development of a professional police career.

3. Provide students with the technical competency to perform the duties of a police officer in the State of New Mexico to an acceptable level within standard professional norms.

SUMMARY

It is the mission of the Academy to:

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| | | | | | |
|--|---|---|--|--|--|
| Instructor Information: | Name: | Agency/Affiliation: NMLEA/BPOT | Contact Information: 505-827-9251 | | |
| DPS Accreditation#: | | Course Title: Academy Mission | | Course Duration: __1__ Hours | |
| Course Prerequisites: None | | | | | |
| Target Audience: Basic Police Officer Cadets Instructor/Student Ratio (if applicable): __1__/_40-60__ | | | | | |
| Minimum Instructor Qualifications: | <input checked="" type="checkbox"/> General Police | <input type="checkbox"/> Professional Lecturer | <input type="checkbox"/> Specialized High Risk | <input type="checkbox"/> Specialized Technical | <input type="checkbox"/> Other |
| Training Program: | <input checked="" type="checkbox"/> Basic Academy | <input type="checkbox"/> CBW | <input type="checkbox"/> PST Academy | <input type="checkbox"/> Advanced | <input type="checkbox"/> In-service |
| Safety Considerations: None | | | | | |
| Equipment, Personnel, & Supplies needed: Computer, audio and visual aids; whiteboard | | | | | |
| Method of Instruction: | <input checked="" type="checkbox"/> Lecture | Multi-media: <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Video <input type="checkbox"/> DVD <input type="checkbox"/> Internet/Web based <input type="checkbox"/> Other _____ | | <input type="checkbox"/> Class Discussion | <input type="checkbox"/> Demonstration |
| Learning Techniques: | <input checked="" type="checkbox"/> Student Participation | <input type="checkbox"/> Practice/Drill/ Written exercises | <input type="checkbox"/> Written Scenario | <input type="checkbox"/> Role Play Scenario | <input type="checkbox"/> Simulation Scenario |
| Evaluation Strategy: | <input type="checkbox"/> Written Exam | <input type="checkbox"/> Written (report/forms/etc.) | <input checked="" type="checkbox"/> Oral Exam | <input type="checkbox"/> Demonstration | <input type="checkbox"/> Scenario Based |
| Reference(s)Used: NMAC 10.29.9.8 | | | | | |
| Instructional Materials: | <input type="checkbox"/> Handouts | <input checked="" type="checkbox"/> Student Guide | <input type="checkbox"/> Instructor Guide | <input type="checkbox"/> Other _____ | |
| Student Special Equipment: | <input checked="" type="checkbox"/> None | <input type="checkbox"/> Gym Clothes | <input type="checkbox"/> Traffic Safety Vest | <input type="checkbox"/> Leather Gear (belt, holster, handcuffs, mace, baton/ASP, etc) | |
| <input type="checkbox"/> Simunition Gear | <input type="checkbox"/> Eye/Ear Protection | <input type="checkbox"/> Body Armor | <input type="checkbox"/> Forms/Citations | <input type="checkbox"/> Other _____ | |

| | | |
|---|--------------|---------------------------------|
| Author(s) : Mark E. Damitio, former NMLEA Deputy Director Origination Date : Unknown | | |
| Revision/Review: | Reviewed by: | Reviewed Month _____ Year _____ |
| Revised/Reviewed: | Revised by: | Revised Month _____ Year _____ |

LESSON PLAN (I-A) – ACADEMY MISSION
Test Items

- (LO IA1) 1. The four contexts that police services are provided within are:
- a. Social, Legal, Regulatory, Civil
 - b. Social, Regulatory, Political, Ethical
 - c. Social, Legal, Political, Ethical
 - d. Social, Regulatory, Civil, Political
 - e. None of the Above
2. The Social Context of law enforcement services includes:
- a. Civil Disputes
 - b. Community Policing
 - c. Drug House Abatement
 - d. a and c
 - e. a, b and c
3. When laws are passed in the furtherance of the general peace, welfare and safety of the public, the laws relate to governments:
- a. Community care taking function
 - b. Regulatory function
 - c. Moral authority
 - d. All of the above
 - e. None of the above
- (LO IA2) 1. Typically, within a full law enforcement career, an officer will:
- a. Not have a realistic chance of promotion
 - b. Have a realistic chance of promotion
 - c. Become the Chief
 - d. Become a psychological profiler
 - e. Be demoted
2. Lateral transfers from one agency to another:
- a. Can be a method for an officer to increase their wages
 - b. Are not allowed in New Mexico without permission from the NMLEA Board
 - c. Are not used by officers to escape discipline and termination
 - d. Can not be a method for an officer to increase their chances of promotion.
 - e. None of the above

3. Specialty assignments within most larger police agencies include:

- a. Traffic, Vice, Drugs, Persons Crimes, Profiling
- b. K-9, Traffic, Drugs, Art theft, Persons Crimes
- c. Vice, Traffic, Drugs, Property Crimes, Persons Crimes
- d. K-9, Traffic, Drugs, Property Crimes, Persons Crimes

(LO IA3) 1. During academic instruction at the academy, a student can be expected to:

- a. Shoot a firearm
- b. Drive an emergency vehicle
- c. Handcuff another student in practice
- d. All of the above
- e. None of the above

2. Defensive Tactics is an example of:

- a. Academic instruction
- b. Skills training
- c. Scenario-Based training
- d. Individual research
- e. None of the above

3. During Skills instruction at the academy, a student can be expected to:

- a. Shoot a firearm
- b. Research a topic
- c. Drive an emergency vehicle
- d. All of the above
- e. a & c

LESSON PLAN (I-A) – ACADEMY MISSION
Test Answers

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- e. None of the above

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- b. Research a topic
- c. Drive an emergency vehicle
- d. All of the above
- e. **a & c**

[illegible]

COURSE AUDIT

PRIMARY INSTRUCTOR:

SECONDARY INSTRUCTOR:

SUPPORT STAFF (i.e.: Scenario Managers, Role Players, etc):

DATE(S)/ TIME(S) OF INSTRUCTION:

LOCATION OF INSTRUCTION:

RECOMMENDED CURRICULUM CHANGES: Identify inaccurate information, outdated information, new information to be added to update material, etc. (Use additional pages if necessary)

COURSE AUDIT (Continued)

ADDITIONAL INSTRUCTOR COMMENTS: (If any portion of the course content was not presented, indicate the specific content here)

If course content other than the NMDPS TRD approved Basic or PST academy curriculum is taught, the alternative curriculum must be submitted to the Law Enforcement Academy Deputy Director's office and approved prior to delivery of the alternative instructional materials.

☐ Alternative curriculum was taught.

Accreditation number of alternative curriculum:

| | SIGNATURE | DATE |
|--------------------------------------|----------------------|----------------------|
| Primary Instructor | <input type="text"/> | <input type="text"/> |
| Reviewed by Program Coordinator | <input type="text"/> | <input type="text"/> |
| Reviewed by Bureau Chief | <input type="text"/> | <input type="text"/> |
| Reviewed by LEA Director or Designee | <input type="text"/> | <input type="text"/> |